



**Shaw
Education
Trust**

Teachers Pay Policy

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At the Shaw Education Trust, our actions and behaviours as employees are guided by our core values:

TO BE PUPIL AND PEOPLE CENTRED

To ensure everything we do realises the full potential of the pupils we are here to help. We will provide caring, tailored and supportive environments where young people can flourish. We will ensure that all members of the school community are the focus of our activity and as servant leaders we shall enable their success.

TO ACT WITH INTEGRITY

To be an organisation that is open and transparent, actively embraces equality and diversity and has an honest, inclusive and respectful culture which everyone can trust.

TO BE INNOVATIVE

To be a creative, forward-thinking organisation that finds new ways of doing things. To break down barriers to learning, stimulating exciting futures and securing independent living. We will be relentless in our pursuit of the excellence which has the power to change lives.

TO BE BEST IN CLASS

To be a top performing education provider that helps every single pupil on their journey towards achieving their potential. We believe our staff are our greatest asset. We will support leaders, teachers and staff to provide exceptional teaching, learning and outcomes.

TO BE ACCOUNTABLE

Shaw Education Trust, its schools and staff are accountable to our pupils and stakeholders. We will demonstrate personal responsibility by carrying out our roles to the best of our ability and in adherence with our values.

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1. Introduction

1.1 In developing this policy, we have started from the position of faith and confidence in the overall quality of teaching at the Shaw Education Trust.

1.2 This policy is designed to ensure that pay decisions are made through a fair, non-discriminatory, transparent and rigorous mechanism based on evidence of performance over time.

1.3 Through this policy we aim to maximise the quality of teaching and learning at the Trust, ensuring that the normal experience of every student is of good or outstanding teaching and support for their learning so that they are able to make good or outstanding progress throughout their years at the Shaw Education Trust.

1.4 This policy will enable the Trust to attract, retain and develop a high quality teacher workforce, in particular those teachers who aspire to a career as an 'expert teacher', by rewarding those who demonstrate increased positive impact over time.

1.5 This policy will enable the Trust to recognise and reward appropriately those teachers who make a significant contribution to the Trust, in particular to the Trust's broader vision of enriching the lives of students outside the classroom and providing opportunities for them to develop as good citizens who are actively involved in supporting their communities. We believe this to be one of the Trust's strengths.

1.6 This policy is designed to encourage staff to adopt the highest standards of personal and professional conduct and practice at all times.

1.7 This policy will enable the Trust to identify accurately the development needs of individual teaching staff such that:

- They are able to take control of their own development, continually improve their teaching, student progress and the student experience
- Their continued professional development can be effectively supported by the Trust

2. Scope

2.1 This scheme describes the operation of Shaw Education Trust's pay policy for all teachers, however members of staff who transferred to Shaw Education Trust by way of a TUPE transfer may be subject to different terms and conditions. In such cases, where any terms of this pay policy differ

from an individual employee's contractual terms, the contractual terms will take precedence.

2.2 This procedure also extends to the Academy Senior Leadership Teams and the Shaw Education Trust Executive Leadership Team employed under the School Teachers Pay and Conditions.

2.3 This policy sets out the framework for making decisions on pay for teachers, including the procedures for determining appeals. It has been developed to comply with current legislation and the requirements of the School Teachers Pay and Conditions Document (STPCD).

2.4 The Trust is committed to complying with the Employment Relations Act 1999, the Equality Act 2010, the Part-time Workers (Prevention of Less Favourable Treatment) Regulations 2000, and the Fixed-Term Employees (Prevention of Less Favourable Treatment) Regulations 2002.

2.5 This procedure, and the associated policy, will be subject to an Equality Impact Assessment (EIA) to ensure the provisions do not present any detriment to employees with regard to protected characteristics in line with the Equality Act 2010.

2.6 If an employee believes that they are not being treated fairly in relation to this policy, the matter should be dealt with through the grievance procedure.

2.7 This scheme will be reviewed on a regular basis in accordance with legislative developments and the need for good practice within the Shaw Education Trust.

2.8 Amendments or updates of this procedure, or the related policy, are subject to consultation with the recognised trade unions.

3. The Shaw Education Trust Teachers' Pay and Conditions Document

3.1 All teachers are paid in accordance with the statutory provisions of the Document as updated from time to time.

3.2 In all respects other than those set out above, the Trust will apply the provisions of the STPCD.

September 2021 Pay Award

- All UQ and MS teachers on a salary of £24,000 (FTE) or above receive a 1% pay increase
- UPS teachers will receive a 1% pay increase
- Leadership pay scales will receive a 1% increase
- SEN points and TLRs to receive a 2.75% increase

A consolidated award of £250 is awarded to all UQ and MS Teachers whose full-time equivalent basic earnings (excluding allowances) are less than:

- £24,000 in the rest of England
- £25,194 in the Fringe
- £27,419 in Outer London
- £28,681 in Inner London

3.3 Appendix 4 refers to the Scheme of Delegation in relation to the appropriate level of authority for the teachers' annual pay review process.

3.4 The Shaw Education Trust Board will appoint annually, from its members, a Nominations and Remunerations Committee for the purposes of this Pay Policy

4. Pay Ranges

4.1 The Shaw Education Trust as a general principal adheres to the minimum and maximum values for teachers pay ranges as determined by the School Teacher's Review Body but operates a specific range of incremental points.

4.2 An unqualified teacher will be paid on the pay range for unqualified teachers. The range for 2021-2022 is shown in Appendix 1 of this policy.

4.3 A qualified teacher will be paid on the main pay range. The range for 2021-2022 is shown in Appendix 1 of this policy.

4.4 Qualified teachers who have been successful in their application for Upper Pay Range will be paid on the upper pay range. The range for 2021-2022 is shown in Appendix 1 of this policy.

4.5 Teachers appointed to posts whose primary purpose and job description is modelling and leading improvement of teaching skills across

the Academy will be paid on the Leading Practitioner pay range. The range for 2021-2022 is shown in Appendix 1 of this policy.

4.6 The Shaw Education Trust pay range for the Academy Senior Leadership Teams and the Shaw Education Trust Executive Leadership Team employed under the School Teachers Pay and Conditions, for 2021-2022, is shown in Appendix 2 of this policy.

5. Teaching Staff

5.1 Determining Salary for New Teaching Appointments

5.1.1 The Shaw Education Trust Board has delegated to the Principal and the Academy Council the responsibility for determining the pay range for a vacancy prior to advertising and the basic starting salary (including any additional remuneration for fulfilling a specific management responsibility/TLR) within that range to be offered to the successful candidate. The determination of pay will be in accordance with the Shaw Education Trust pay policy.

5.1.2 In making such determinations, the Principal and Academy Council may take into account a range of factors, whilst adhering to Equality Legislation including:

- The nature of the post
- The level of qualifications, skills and experience required.
- In normal circumstances, Classroom Teacher posts will be advertised with a salary range of M1 to UPR3
- Market conditions - Shaw Education Trust reserves the right to deviate from the framework set out above where this is deemed necessary to respond to a challenging labour market. Further information can be found in section 5.2 on recruitment and retention allowances
- The wider Trust context at the time of the application
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These options are for guidance only, are not intended to provide an exhaustive list, and may not apply to all appointments.

5.1.3 Teachers without QTS or QTLS will be placed on the pay range for unqualified teachers.

5.1.4 An Early Careers Teacher will normally be offered M1 but dependent on experience and market conditions, may be offered a higher starting point.

5.1.5 In determining the specific starting salary for a successful applicant, the selection panel will take into account the applicant's relevant career history, skills and qualifications based on the evidence collected through the selection process, including references.

5.1.6 Where the decision is taken to recruit a newly appointed teacher above the minimum point of the relevant pay range, a robust business case must be made justifying the placement on the range. Consideration must also be given to the level of salaries of existing staff to prevent any pay inequality occurring.

5.1.7 Teachers joining Shaw Education Trust part way through an academic year will be informed of their eligibility for an Appraisal Review either at the end of the current, or subsequent, Performance Management Cycle, judged on a case-by-case basis. Decisions on this issue will be explicitly recorded in the teacher's contract.

5.1.8 Additional allowances may be awarded to new appointments where the Academy Council deems this to be appropriate and in accordance with the principles of the Pay Policy.

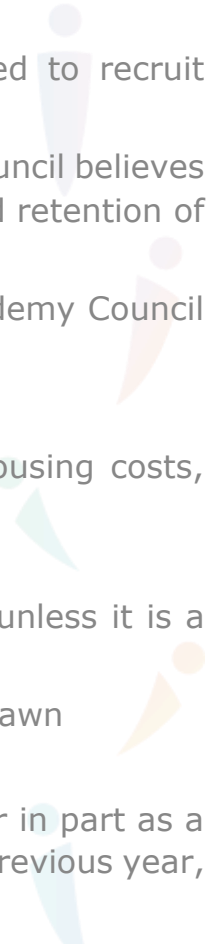
5.1.9 Except in exceptional circumstances, the Trust is committed to pay portability.

5.2 Recruitment and Retention Allowances

5.2.1 The Academy Council will, in exceptional circumstances, consider the award of a recruitment or retention allowance for posts where the Academy Council anticipates or encounters recruitment and/or retention difficulties.

5.2.2 In determining whether a post will be eligible for a recruitment and retention allowance the Academy Council will take into account the following factors:

- Whether the post is in a nationally recognised shortage subject area
- Whether the post has had to be re-advertised due to insufficient quantity and/or quality of applicants
- Whether previous recruitment to posts of a similar nature has proven difficult
- Whether there has been a high rate of staff turnover

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- Whether an additional incentive needs to be offered to recruit someone to undertake a specific project
 - Any other relevant circumstance that the Academy Council believes is having a detrimental impact on the recruitment and retention of staff

5.2.3 Where such an incentive or benefit is awarded the Academy Council will determine:

- Whether the award is for recruitment or retention
- The nature of the award (e.g. cash sums, travel, housing costs, etc.) and its value
- When/how it will be paid
- The start date and expected duration of the award (unless it is a one-off award)
- The review date after which the award may be withdrawn
- The basis for any uplift that may be applied

5.2.4 Allowances may be paid monthly, termly, paid wholly or in part as a lump sum subject to satisfactory completion of service in the previous year, or paid by a combination of the methods.

5.2.5 Allowances paid to the Principal will be subject to the overall limit on discretionary payments contained within the current STPCD.

5.2.6 Any allowances paid to the Principal will be based on recommendation by their Line Manager to the Shaw Education Trust Board.

5.2.7 Allowances will be awarded fairly and transparently.

5.2.8 The Academy Council Sub Finance Committee will conduct regular formal reviews of all recruitment and retention awards and where appropriate will make recommendations to withdraw awards where the circumstances no longer justify their continued payment.

5.3 The Academy Council Finance Sub Committee

5.3.1 Each Academy Council will appoint annually, from its members, a Finance Sub Committee.

5.3.2 Each Finance Sub Committee will consist of three Academy Council members who are not members of staff at the Academy and the Principal in an advisory capacity.

5.3.3 A Chair Person will be nominated specifically for the purpose of chairing the Finance Sub Committee.

5.3.4 The Finance Sub Committee will meet annually by the 31st October in order to make their recommendations prior to November payroll deadline.

5.3.5 Each Finance Sub Committee will implement the Pay Policy with reference to staffing and financial budget plans.

5.3.6 Each Finance Sub Committee will achieve the aims of the Pay Policy in a fair and equitable manner within statutory provisions of the current STPCD.

5.4 Teachers Pay Progression Based On Performance

5.4.1 Pay progression will be based upon the processes outlined in the current STPCD and linked to assessments of performance.

5.4.2 At the Shaw Education Trust all teachers can expect to receive regular, constructive feedback on their performance and are subject to annual appraisal that recognises their strengths, informs plans for their future development, and helps to enhance their professional practice. The arrangements for teacher appraisal are set out in the Shaw Education Trust's Teacher Appraisal & Performance Management Policy, which should be read in conjunction with this Pay Policy.

5.4.3 This policy operates on the principal of 'no surprises', meaning that reviewers have an obligation to provide feedback as soon as they have any concerns in relation to performance in order that support can be provided, and improvement can be demonstrated.

5.4.3 It is the responsibility of the Academy Council to ensure that funds for annual pay progression, are allocated accordingly when setting the annual budget.

5.4.3 The Academy Council will ensure that annual appraisals are completed for all teachers, including leaders, by the second week in October.

5.4.4 The Principal will undertake a quality assurance review on all the annual appraisals to ensure consistency within their Academy.

5.4.5 All teaching staff will be provided with a salary statement following the completion of the Pay Review process (appendix 6). This statement will contain details of the annual salary plus any allowances or safeguarded sums due to the teacher.

5.4.6 Any increase to salary will take effect from the 1st September of the current academic year.

5.4.7 Where circumstances cause a delay to appraisals, these should be completed as soon as reasonably possible after the deadline. Any salary increase awarded in the autumn term will be backdated to 1st September of the current academic year.

5.4.8 Reviews may also take place at other times of the year to reflect any changes in circumstances or job description that lead to a change in the basis for calculating an individual's pay. A written statement will be given after any review and, where applicable, will give information about the basis on which the decision was made.

5.4.9 Decisions regarding pay progression will be adjusted where appropriate to take into account special circumstances: for example, long-term absence resulting from sick leave, maternity leave, adoption leave or shared parental leave. Any adjustments necessary will be decided on an individual case-by-case basis depending on the exact circumstances.

5.4.10 Decisions regarding pay progression will be made with reference to the Performance Management Planning and Review Statements and the pay recommendations they contain. In the case of ECTs, whose appraisal arrangements are different, pay decisions will be made by means of the statutory induction process.

5.4.11 It will be possible for a 'no progression' determination to be made without recourse to the Capability Procedure. An unsuccessful performance award will not necessarily mean a teacher is in formal capability proceedings, the teacher may just not have met their overall agreed appraisal objectives to a sufficient standard.

5.4.12 To be fair and transparent, assessments of performance will be properly rooted in evidence. Shaw Education Trust will ensure fairness by:

Ensuring that Performance Management Reviewers are properly trained to carry out reviews effectively

Ensuring that all recommendations are reviewed at two levels – by the Principal and by the Academy Council Sub Finance Committee - for consistency and validity

A final quality assurance review will be completed at Trust level by a member of the Executive Leadership Team

5.4.13 The evidence we will use to ascertain whether objectives have been met include (see the Teacher Appraisal Policy for more detail):

- Lesson observations
- Value-added data and other pupil progress data

- Book/coursework scrutiny
- For TLR holders, no concerns shared that the TLR job description is not being met

5.4.14 Teachers' appraisal reports will contain pay recommendations. Final decisions about whether or not to accept a pay recommendation will be made by the Nominations and Remunerations Committee, having regard to the appraisal report and taking into account the Principal and Academy Council Sub Finance Committee advice.

5.5 Teachers Pay Review Process

5.5.1 The responsibility for making final pay decisions rests with the Nominations and Remunerations Committee. Decisions will be based on a recommendation by the Principal and Academy Council Sub Finance Committee in accordance with the process set out below:

Process

5.5.2 Each teacher's annual salary review will be conducted by an allocated Performance Management Reviewer in accordance with the Shaw Education Trust's Teacher Appraisal Policy.

5.5.3 The Performance Management Reviewer will undertake an informal discussion with the teacher, prior to the confirmation of the pay recommendation. This will give teachers' who are dissatisfied with a pay recommendation the opportunity to discuss the recommendation with the reviewer before the recommendation is actioned. Details of this discussion should be recorded on the Performance Management Planning and Review form.

5.5.4 Performance Management Reviewers will then discuss their recommendations with their Principal.

5.5.5 The Principal should undertake a quality review process to ensure that the recommendation is appropriately supported by the evidence and is therefore accurately reflective of the teacher's performance of their role. The Principal may challenge recommendations and may bring forward other evidence for the Performance Management Reviewer to consider.

5.5.6 Once the recommendations have been quality checked by the Principal, and the Performance Management Reviewer and Principal have reached agreement, they will be submitted to the Academy Council Sub Finance Committee by the second week of October.

5.5.7 The final decision on what recommendations are forwarded to the Academy Council Sub Finance Committee rests with the Principal.

5.5.8 The Principal will present the recommendations to the Academy Council Sub Finance Committee and provide evidence to support the recommendations as required.

5.5.9 If, having had an informal discussion with the Performance Management Reviewer as detailed in section 5.5.3 a teacher believes that an incorrect recommendation has been made, he/she may make representation to the Academy Council Sub Finance Committee.

5.5.10 To begin the process of making representation to the Academy Council Sub Finance Committee, the teacher should submit a formal written statement to the Chairperson, setting down in writing the grounds for not agreeing with the pay recommendation.

5.5.11 The teacher will be given the opportunity to make representations, including presenting evidence, calling witnesses and the opportunity to ask questions, at a formal meeting with the Academy Council Sub Finance Committee who will make the pay determination.

5.5.12 Should the Academy Council Sub Finance Committee propose altering a recommendation, they will not do so without reference to the Performance Management Reviewer and a detailed discussion and review of all of the available evidence.

5.5.13 Once the Academy Council Sub Finance Committee are satisfied with the recommendations they will then be forwarded to the Director of Education, Quality, Standards and Training, who will conduct a quality assurance review to ensure that recommendations are sufficiently robust and that there is consistency across the Shaw Education Trust.

5.5.14 The recommendations will then be forwarded to the Chief Executive Officer who will present the final agreed recommendations to the Nominations and Remunerations Committee for final approval.

5.5.15 All teachers will receive a written pay statement confirming the outcome of the salary review.

5.5.16 Should a teacher not agree with the pay determination, the teacher may appeal the decision and have an appeal hearing before an appeals panel. Please see section 5.8.

5.6. Determining Pay Progression for Teaching Staff

5.6.1 This section describes the process for determining pay progression for all teaching staff, irrespective of current pay point, with the exception of ECT's.

5.6.2 All salary determinations will be made with regard to guidance in the current STPCD, the Shaw Education Trust's Appraisal Policy and each teacher's Appraisal report.

5.6.3 The appraisal report will include an overall performance rating for the purpose of determining pay progression. These performance ratings are subject to moderation in accordance with the arrangements outlined in the Appraisal Policy.

5.6.4 The performance ratings for pay decisions are shown below and will be applied to each individual teacher to indicate an overall judgement of their professional performance.

5.6.5 Each professional performance judgement is made with reference to a teacher:

- Maintaining their previous high level of performance
- Performing to an expected level of experience, knowledge, expertise and professional impact commensurate with their position on the main or upper pay range. For example, a 'highly effective' teacher currently on M6 will be expected to exhibit a level of experience, knowledge, expertise and professional impact superior to that of a 'highly effective' M5 teacher

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5.6.6 Performance ratings for pay decisions are as follows:

Overall Assessment	Description
Below Standard	Not all Professional Standards are satisfactorily met: a significant proportion of teaching is assessed as inadequate or requiring improvement; the colleague does not successfully act upon advice given by experienced colleagues or in training; 'key' objectives are only partly achieved; has not met all of the demands of the descriptor for 'Professional Conduct Part 2' of the Teachers' Professional Standards. A Teacher Support Plan will be initiated, if not already done so and could lead to more formal Capability/Disciplinary procedures

Good	All Professional Standards are robustly met; all teaching is at least good, and some may be judged to be outstanding; the colleague takes a proactive role in identifying areas for professional development, accessing advice and adapting practice; the majority of pupils make progress in line with school expectations; there is clear evidence of contributing to whole-school practice; all objectives are challenging and most have been fully achieved. Working relationships are characterised by the productive sharing of professional practice with others.
Outstanding	All Professional Standards are robustly and substantially met; most teaching is outstanding; significant numbers of pupils exceed school expectations in terms of progress; strong evidence of major involvement in, and impact of, CPD; contributes significantly to whole school practice and acts as a role model for other teachers; excellent progress has been made towards achieving challenging objectives. Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges.

5.6.7 Performance ratings for teachers on the Main Pay Range will be linked to pay recommendations as follows, and subject to there being available headroom within the range:

Assessment	Award
Below Standard	No pay increase
Good	1 point increase
Outstanding	1 point Increase

Unless exceptional circumstances apply.

5.7. Arrangements Where Performance is Below the Relevant Threshold

5.7.1 The Shaw Education Trust would prefer to see all teachers who have scope for pay progression achieving that progression. It is in the overall best interests of the Trust that all teachers are either consistently meeting

or exceeding the standard required for their position on the pay range over time.

5.7.2 At any point throughout the academic year where the Performance Management Reviewer concludes that a teacher has not met the standard required for their particular pay band, the Performance Management Reviewer and the appropriate line manager will meet with the teacher to draw up an action plan aimed at helping the teacher take the necessary steps to improve their performance to the required level, seeking advice from the Shaw Education Trust HR department.

5.7.3 The action plan will include any structured support that might reasonably be offered to the teacher to enable them to make the required improvement.

5.7.4 The Performance Management Reviewer will monitor progress against this action plan through a review meeting with the teacher at least once per half term. A review meeting should involve a two-way discussion and may result in modifications to the agreed action plan.

5.7.5 Where the required improvement is not achieved within the agreed timescale, the performance management reviewer will refer the matter to the Principal, providing evidence of the actions taken to support the teacher and their outcomes.

5.7.6 The Principal will then consider commencing capability proceedings at the formal stage of the Capability Procedure.

5.8 Appeal Against Pay Review

5.8.1 The Pay Review Appeal Committee will consist of the Director of Finance, the Director of Operations and one other member of the Trust's Executive Leadership team who has not formed any part of the Pay Review Process so far in the current academic year.

5.8.2 Teachers who are dissatisfied with the outcome of the salary review will be able to raise a formal appeal directly with the Pay Review Appeal Committee Chair.

5.8.3 The appeal should be made in writing and should be received within 10 working days of receipt of the pay statement.

5.8.4 The Pay Review Appeal Committee will meet with the teacher to give them an opportunity to set out their concerns.

5.8.5 The teacher is entitled to be accompanied to this meeting by a trade union representative or an employee of the Trust.

5.8.6 The Pay Review Appeal Committee will carry out a further review and will provide the teacher with confirmation in writing of the final decision and rationale. The formal appeal procedure is set out in Appendix 8.

5.9. Movement into the Upper Pay Range

Applications and Evidence

5.9.1 To apply to be paid on the upper pay range, teachers must have qualified teacher status. Teachers will be eligible for progression to the upper pay range from any point on the main pay range. Any such application will be assessed in line with this policy. It is the responsibility of the teacher to decide whether or not they wish to apply to be paid on the upper pay range. Those who decide not to apply may not progress beyond M6.

5.9.2 An application to UPR may be made once per year and must be submitted to the Principal by 30th September for potential progression into the upper pay range to be paid retrospectively from the first of September. Exceptions will be made in particular circumstances, for example if the teacher is on maternity/adoption/shared parental leave or absent due to sickness.

5.9.3 In order for the assessment of any application to be robust and transparent, it will be an evidenced based process only. Teachers will be expected to demonstrate that they meet or exceed all the teacher standards, through the appraisal process and based on the definitions of 'substantial' and 'sustained' set out below. They will also need to demonstrate that they have been working at that level for a significant period of time (2 years) prior to making an application for progression onto the upper pay range. Teachers considering application to the upper pay range will need to have appropriate objectives set, based on the criteria set out below.

5.9.4 In order to progress through the UPR pay scale, Teachers will be expected to demonstrate that they have met or exceeded all the Teachers Standards as based on the definitions of 'substantial' and 'sustained' over a rolling 2 years. If the standard is met, they may be able to move the next UPR point annually.

5.9.5 Applications must be made using the Shaw Education Trust Performance Threshold Application Form and must be accompanied by the two most recent Performance Management reviews statements ie. the previous year's completed cycle and the current cycle (see below). They will set out how the applicant can demonstrate they meet the criteria below.

Only one application is required to progress on to the Upper Pay Range if successful.

5.9.6 For teachers who have been absent through disability, sickness or maternity/adoption/shared parental leave, an application may still be made and the application may cite evidence from a 3 year period prior to the application being made. This supporting evidence may be from this, or other Academies/Schools.

5.9.7 The Shaw Education Trust will not be bound by any pay decision made by another Trust or Local Authority.

The Assessment

5.9.7 An application from a qualified teacher will be successful where the Principal is satisfied that:

- The teacher is highly competent in all elements of the relevant standards
- The teacher's achievements and contribution to the Trust are substantial and sustained

5.9.8 For the purposes of this Pay Policy:

"Highly competent in all elements of the relevant standards" means:

- That the teacher's practice is secure, well-informed and consistently good or outstanding in all Professional Standards
- That the teacher is able to contribute to the wider professional development of others through training, coaching and mentoring, demonstrating effective practice, providing advice and feedback
- "Substantial and Sustained" achievements and contribution means: That the teacher's contribution is of real importance, validity or value to the Trust
- The teacher plays a critical role in the life of the Trust and is a regular and active contributor to whole-Trust development initiatives
- They display good judgement and are frequently an agent for change
- They provide a role model for teaching and learning and make a distinctive contribution to the raising of pupil standards
- They take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning

- That such contribution has been maintained over a period of time; this will usually require the Appraiser to be assured that the teacher has had at least two consecutive Appraisal reports demonstrating the required standard has been met

5.9.9 The Principal will recommend the application to Academy Council Sub Finance Committee for approval.

5.9.10 As set out above, the two Performance Management reviews will include the current cycle.

5.9.11 Once the Academy Council Sub Finance Committee are satisfied with the recommendations they will then be forwarded to the Director of Education, who will conduct a quality assurance review to ensure that recommendations are sufficiently robust and that there is consistency across the Shaw Education Trust.

5.9.12 The recommendations will then be forwarded to the Chief Executive Officer who will present the final agreed recommendations to the Nominations and Remunerations Committee for final approval.

5.9.13 The decision will be confirmed in writing to the member of staff **within 20 working days.**

5.9.14 Should a teacher not agree with the pay determination, the teacher may appeal the decision and have an appeal hearing before the Pay Review Appeals Committee. Please see section 5.8.

5.9.15 If successful, applicants will move to point UPR1 with effect from 1 September of the year in which the determination is made and the arrears will be paid in the next available salary instalment.

5.9.16 If unsuccessful, feedback will be provided by the Principal and the teacher will have the option to work with their line manager to draw up an action plan to support them in being able to achieve the threshold in a subsequent year.

Appeal

5.9.17 Teachers who are dissatisfied with the outcome of their application will be able to raise a formal appeal directly with the Pay Review Appeal Committee.

5.9.18 The appeal should be made in writing and should be received by the Chief Executive Officer within 10 working days of receipt of the final written decision.

5.9.19 The formal appeal procedure is set out in Appendix 8.

5.10 Early Careers Teacher

5.10.1 The starting salary range for a Early Careers Teacher will normally be M1 but dependent on experience and market conditions, they may be offered a higher starting point.

5.10.2 Pay decisions for ECT's will be made by means of the statutory induction process.

5.10.3 If the teacher successfully completes and passes the induction, pay progression will apply.

5.10.4 The ECT will be managed in accordance with the statutory "Induction for Early Career Teachers" document. The induction will be registered as required and regular reviews of performance will take place. Early intervention will take place to support any ECT appointed. In accordance with the statutory guidance where a recommendation is made that the ECT is not meeting standards, consideration of an extension to the induction period will be considered.

5.10.5 Following further review and in accordance with statutory induction periods if the ECT has been deemed unsuccessful and has subsequently failed the induction process the Headteacher will dismiss the teacher and inform the Teacher Regulation Agency. .

5.11 Unqualified Teachers

5.11.1 An unqualified teacher is defined as either a trainee teacher working towards QTS, an Overseas' trained teacher who has not exceeded the four years they are allowed without obtaining QTS, or an instructor providing a course which pre-existed their employment.

5.11.2 An unqualified teacher will be paid on the pay range for unqualified teachers. The range for 2021-2022 is shown in Appendix 1 of this policy.

5.11.3 Unqualified teachers will not be awarded TLR's.

5.11.4 The Academy Council may, in exceptional circumstances, award an additional allowance to unqualified teachers when the Academy Council considers that the teacher has:

- Taken on a sustained additional responsibility which is:
- Focused on teaching and learning
- Requires the exercise of a teachers' professional skills and judgement or

- Qualifications or experience that bring added value to the role being undertaken, for example where the teacher has worked in industry

Where an additional allowance is awarded, a robust business case must be made justifying the reason for the award and the value of the allowance must be approved by the Chief Executive Officer

5.11.5 For the purposes of this pay policy:

“Sustained” means:

- maintained continuously over a period of time

“Added value” means:

- of real importance or value to the school
- makes a distinctive contribution to the raising of pupil standards

5.11.6 Unqualified Teachers are subject to the Performance Management process as set out in the Teacher Appraisal & Performance Management Policy.

5.11.7 Unqualified Teachers are subject to the Pay Review process as set out Sections 5.5 – 5.7.

5.11.8 Unqualified Teachers’ who are dissatisfied with the outcome of their pay review decision will be able to raise an appeal as outlined in Section 5.8.

5.12 Unqualified Teachers who Become Qualified

5.12.1 Upon obtaining QTS, an unqualified teacher must be transferred to a salary within the main pay range. Where the teacher continues to be employed within the Shaw Education Trust (as they were before obtaining QTS), they must be paid a salary which is the same as, or higher than, the salary they were receiving at the point of obtaining QTS (including any safeguarded sum payable), as the Academy Council considers appropriate.

5.12.2 A teacher who obtains QTS retrospectively must be paid a lump sum by the relevant body responsible for the payment of remuneration at the time when QTS was effectively obtained. This lump sum must be the difference (if any) between the remuneration the teacher was actually paid as an unqualified teacher and the salary (not including any allowances) the teacher would have been paid as a qualified teacher, from the date QTS was effectively obtained to the date when the lump sum is paid.

5.13. Part-Time Teachers

5.13.1 Teachers employed on an on-going basis, but who work less than a full working day or week are deemed to be part-time.

5.13.2 The Shaw Education Trust will ensure that all part time employees are treated no less favourably than a full time comparator.

5.13.3 Part time teachers are entitled to be paid for their contractual hours pro rata to a full-time teacher, with the exception of TLR3, and are also entitled to PPA time, other non-contact time, directed time and duties allocated on a pro-rata basis.

5.13.4 The Shaw Education Trust will provide part time teachers with a written statement detailing their working time obligations and the mechanism that is used to determine their pay, subject to the provisions of the statutory pay arrangements.

5.13.5 The mechanism used will be consistent with the relevant paragraph of the School Teachers' Pay and Conditions Document.

5.13.6 The Performance Review cycle will be the same for all teachers, whether part time or full time.

5.14 Lead Practitioners

5.14.1 Lead Practitioners are responsible for modelling and leading the improvement of teaching skills across the Academy.

5.14.2 The Lead Practitioner pay range for 2021-2022 is shown in Appendix 1 of this policy.

5.14.3 Lead Practitioners are subject to the Performance Management process as set out in the Teacher Appraisal & Performance Management Policy.

5.14.4 Lead Practitioners will be set individualised objectives in accordance with their whole-Trust focus areas and will be required to demonstrate within their appraisal that:

- Good progress has been made towards their objectives
- Are an exemplar of teaching skills, which should impact significantly on pupil progress within the school (and in the wider Trust context if desired/relevant)
- Have made a substantial impact on the effectiveness of other staff and colleagues. This includes where there have been specific elements of practice that have been highlighted as in need of improvement

- Are highly competent in all aspects of the Teachers' Standards.
- Have shown strong leadership in developing, implementing and evaluating policies and practice that contribute to school improvement

5.14.5 Lead Practitioners are subject to the Pay Review process as set out Sections 5.5 – 5.7.

5.14.6 Lead Practitioners who are dissatisfied with the outcome of their pay review decision will be able to raise an appeal as outlined in Section 5.8.

5.15. Short Notice/Supply Teachers

5.15.1 Teachers employed on a day-to-day or other short notice basis will be paid on a daily basis calculated on the assumption that a full working year consists of 195 days; periods of employment for less than a day being calculated pro-rata (by dividing their annual salary by 1265 to give an hourly rate).

5.16 Overseas Trained Teachers

5.16.1 Teachers who trained and qualified in the European Economic Area (EEA) and Australia, Canada, New Zealand and the United States of America, must apply to the teaching agency for the award of QTS. Once this has been awarded, payments will be made in accordance with the ranges applicable to all qualified teachers.

5.16.2 None EEA trained teachers (with the exceptions outlined above) will be paid on the Unqualified Teacher pay range.

6. Leadership Group

6.1 Determining Salary for New Leadership Appointments

6.1.1 The Shaw Education Trust Board has delegated to the Chief Executive Officer and the Shaw Education Trust Executive Leadership Team the responsibility for determining the pay range for a Senior Leadership vacancy prior to advertising and the basic starting salary within that range to be offered to the successful candidate.

6.2 Determining Principal Salary Range

6.2.1 The first stage of the process for determining the Principal salary range is to assign the school to a Head Teacher Group in accordance with the guidance in Appendix 9 (Appendix 10 for Special Academies). The Head Teacher Group will identify the minimum and maximum amount that the

pay range for the Principal role will fall within and will be ratified by the Chief Executive Officer.

6.2.2 When determining the appropriate pay range to allocate to a Principal role, the Chief Executive Officer and Executive Leadership Team may take into account a range of factors, including:

The nature of the post

The context of the post

The level of qualifications, skills and experience required

Market conditions. The Shaw Education Trust reserves the right to deviate from the framework set out above where this is deemed necessary to respond to a challenging labour market (section 5.2)

The wider Trust context at the time of the application

These options are for guidance only, are not intended to provide an exhaustive list, and may not apply to all appointments

6.2.3 In determining the specific starting salary for a successful applicant, the selection panel will take into account the applicant's relevant career history, skills and qualifications based on the evidence collected through the selection process, including references.

6.2.4 There is no assumption that a newly appointed member of the Shaw Education Leadership Group will be paid at the same rate as they were being paid in a previous Trust or local authority.

6.2.5 The guidance for determining the Residential Head Teacher allowance for Principals of Special Schools with residential facilities is detailed in Appendix 11.

6.3 Determining Deputy or Assistant Principal Salary Range

6.3.1 The maximum of the Deputy or Assistant Principal pay range must not exceed the maximum of the headteacher group for the school, calculated in accordance with Appendix 9 (Appendix 10 for Special Academies). However, in exceptional circumstances and with an appropriate business case to the Chief Executive Officer the pay range for a Deputy or Assistant Principal may overlap the Principal's pay range .

6.4 Determining Pay Progression for Principals

6.4.1 The Chief Executive Officer, Director of Education and Chair of the Academy Council will be jointly responsible for reviewing the performance of the Principal, in line with the Shaw Education Trust Appraisal Policy.

6.4.2 All other members of the Senior Leadership Team within the Academies are subject to a formal performance review by the Principal with support from the Academy Council Chair, in line with the Shaw Education Trust Appraisal Policy.

6.4.3 Members of the Shaw Education Trust Executive Leadership Team are subject to a formal performance review by their Line Manager.

6.4.4 Pay reviews of members of the Principals and ELT Leadership group are normally completed during the Autumn term, in accordance with Appraisal arrangements and no later than 31st December.

6.4.5 To achieve progression, individuals who are part of the Principal group are required to have demonstrated sustained high quality performance, with particular regard to leadership, management and pupil progress at the Academy where applicable.

6.4.6 To be fair and transparent, judgements must be properly rooted in evidence and a successful review of overall performance must be carried out.

6.4.7 A successful appraisal review will involve an appraisal process of:

- performance objectives
- classroom observation (where relevant)
- other evidence

6.4.8 To ensure there has been high quality performance, the appraisal review will assess that the individual has grown professionally by developing their leadership and (where relevant) teaching experience.

6.4.9 Once the reviewer(s) is/are satisfied with their recommendation, they will then be forwarded to the Chief Executive Officer of the Shaw Education Trust who will present the final agreed recommendations to the Nominations and Remunerations Committee for final approval.

6.5. Appeal Against Pay Review

6.5.1 The Shaw Education Trust Board will appoint annually, from its members, a Pay Review Appeal Committee for the purposes of this Pay Policy.

6.5.2 The Pay Review Appeal Committee will consist of three Trustees who have not formed any part of the Pay Review Process so far in the current academic year.

6.5.3 Members of the Leadership Group who are dissatisfied with the outcome of the salary review will be able to raise a formal appeal directly with the Pay Review Appeal Committee Chair.

6.5.4 The appeal should be made in writing and should be received within 10 working days of receipt of the pay statement.

6.5.5 The Pay Review Appeal Committee will meet with the member of the Leadership Group to give them an opportunity to set out their concerns.

6.5.6 The member of the Leadership Group is entitled to be accompanied to this meeting by a trade union representative or an employee of the Trust.

6.5.7 The Pay Review Appeal Committee will carry out a further review and will provide the member of the Leadership Group with confirmation in writing of the final decision and rationale. The formal appeal procedure is set out in Appendix 7.

7. Allowances

7.1 Teaching and Learning Responsibility Payments (TLRs)

7.1.1 The current values of the TLR's are detailed in Appendix 3 of this pay policy

7.1.2 TLR's are awarded where the Academy Council is satisfied that the additional responsibilities are significant and ensure the continued delivery of high-quality teaching and learning. Teachers will not be expected to undertake permanent additional responsibilities without the payment of a permanent TLR.

7.1.3 A clearly defined job description addendum must be produced by the Academy Council demonstrating how the award of the TLR meets the requirement for the TLR payment.

7.1.4 On the written pay statement, the following information must be included with regard to TLRs:

- The value
- The nature of the significant responsibility for which it was awarded
- A note if the TLR was awarded whilst the teacher occupies another post in the absence of the post-holder
- The date on which it will come to an end, including, where relevant, any circumstances in which (if occurring earlier than that date) it will come to an end
- For TLR3s, a statement that these will not be safeguarded and are for the purpose of a time-limited project/school improvement task or for a specific one-off responsibility

7.1.5 Unqualified teachers cannot be awarded TLR's.

7.1.6 For the award of TLR1 the post-holder must also have line management responsibility for a significant number of people.

7.1.7 A teacher is not permitted to hold a TLR 1 and a TLR 2 at the same time.

7.1.8 It may be possible for a teacher to be awarded a TLR 3 at the same time as holding either a TLR 1 or a TLR 2.

7.1.9 The Principal should be aware that awarding multiple TLR's to an individual Teacher must be achievable in respect of responsibilities and delivery of outcomes.

7.1.10 The Academy Council may award a fixed-term TLR3 to a classroom teacher who has been given a time-limited school improvement project or a one-off externally-driven responsibility.

7.1.11 To award a TLR3, the Academy Council must be satisfied that the significant responsibility is one not required of all classroom teachers and which is focussed on teaching and learning, requires the exercise of a teacher's professional skills and judgement and has an impact on the educational progress of the students other than the teacher's assigned classes or group of students.

7.2 SEN Allowance

7.2.1 A maximum and minimum SEN allowance may be paid per annum for the academic year:

In any SEN post that requires a mandatory SEN qualification and involves teaching pupils with SEN

In a special school

Who teaches pupils in one or more designated special classes or units within the school

In a non-designated setting, analogous to a designated special class or unit, where the post

Involves a substantial element of working directly with children with special educational needs

Requires the exercise of a teacher's professional skills and judgement in the teaching of children with special educational need

Has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit within the school

7.2.2 The SEN Allowance range is set out in Appendix 3.

7.3 Residential Duties

7.3.1 The rate for sleeping-in duty allowance at Special Academies across the Shaw Education Trust for 2021/22 is currently £37.07 per night.

7.4 Residential Head Allowance

7.4.1 A banding structure for heads/deputies/assistant heads, provides for different allowances to be paid, in accordance with the guidance in Appendix 11, depending on the percentage the number of residential places represents of the total number of residents and non-resident places. The residential heads allowance is calculated as a % of the registered beds to number of students enrolled at the Academy ratio.

7.5 Acting Allowances for Teaching Staff

7.5.1 A teacher who acts up to cover all the duties associated with a higher graded post or allowance than their own, for a period of at least 4 weeks, will be considered for the payment of an acting allowance.

7.5.2 The allowance will normally be the difference between the teacher's substantive salary and the appropriate point on the pay range of the higher level post. It will cover the entire period of acting up during which time the teacher will undertake the full range of duties and responsibilities of the post.

7.5.3 Where an allowance is awarded, a robust business case must be made justifying the reason for the award and the value of the allowance must be approved by the Chief Executive Officer.

7.6 Performance Payments to Seconded Teachers

7.6.1 In the case of a teacher being temporarily seconded to a post as head teacher in a school causing concern, which is not the teachers' normal place of work and where the relevant body considers that the teacher merits additional payment to reflect sustained high quality of performance throughout the secondment, the Shaw Education Trust may pay the teacher a lump sum accordingly.

7.6.2 The total value of this additional payment and any annual salary and other payments paid to the teacher during the secondment, must not exceed 25% above the maximum of the head teacher group for the school to which the teacher is seconded.

7.7 Out of School Learning Activities

7.7.1 Discretionary payments to teachers who participate in out of school learning activities may be for substantial and, where appropriate, regular commitment outside of a teacher's 1265 hours of directed time.

7.7.2 The following list of out of school hours' activities that may be eligible for additional payments is not exhaustive but is illustrative of the type of activity this payment relates to:

- Breakfast clubs
- Saturday schools
- Summer literacy/numeracy schools

7.7.3 Teachers' involvement is entirely voluntary and no full or part time member of staff will be obliged to participate in out of school hours' activities above their contracted hours.

7.7.4 Part time teachers may be awarded an additional payment for participating in these learning activities where these are not part of their contracted hours.

7.7.5 Staff will be given separate written confirmation of this additional work.

7.8 Out of School CPD Activities

7.8.1 Payment for continuing professional development at weekends and out of term time is discretionary and will be considered on a case by case basis by the Director of Education.

7.8.2 Any additional payments for CPD which takes place outside of the school day will be made by the Director of Education at their discretion. If awarded, these payments will be calculated as 1/195 of the teacher's annual gross salary.

7.9 Salary Sacrifice Schemes

7.9.1 In accordance with the provisions set out in the STPCD, where the Trust or individual academy operates a salary sacrifice scheme, the employee may participate in it and his/her gross salary shall be reduced accordingly. For salary sacrifice schemes see additional Trust information for employees.

7.10 Temporary Payments to Principals

7.10.1 The Shaw Education Trust may determine that payments be made to a Principal for clearly temporary responsibilities or duties that are in addition to the post for which their salary has been determined. The

delegated authority for making such payments lies with the Chief Executive Officer.

7.10.2 The total sum of the temporary payments made to a Principal in any school year must not exceed 25% of the annual salary which is otherwise payable to the Principal, and the total sum of salary and other payments made to a Principal must not exceed 25% above the maximum of the Head Teacher group except where the Shaw Education Trust board have determined that additional payments be made to a Principal which exceed the limit.

8. Safeguarding

8.1 The provisions of safeguarding will apply to teaching staff who face a reduction in salary through no fault of their own, in line with the provisions contained within the current STPCD.

8.2 A period of safeguarding will apply for up to maximum of three years.

8.3 The Trust will notify the teacher in writing, within one month of taking the decision the effect of which is that the safeguarded sums is payable. The written notification will include:

- The reason for the decision
- The date on which the decision will take effect (if known);
- The value of the teacher's pre-safeguarding salary
- The value of any allowances to which the teacher was entitled before the safeguarding took effect
- The safeguarded sum or (if not then known) such information as it is reasonably possible to provide in order to determine the maximum amount of the safeguarding sum
- The date or, if applicable, the latest date on which the safeguarding period will end, or the circumstances which will result in the payment of the safeguarding sum ending
- Where a copy of the school's staffing structure and pay policy may be inspected

9. Central team

9.1 The central team of the Shaw Education Trust are appointed on a salary appropriately benchmarked against similar roles nationally. This

ensures Best Value, but also allows the Trust to be competitive in terms of recruiting highly qualified capable staff.

9.2 The team have a diverse range of roles. Salary ranges and terms and conditions reflect the specialisms of colleagues.

9.3 All of the central team engage in an annual appraisal process.

9.4 Any pay increment recommendations are quality assured by the CEO and put forward to the Nominations and Remunerations Committee for consideration and approval. Recommendations for the direct reports to the CEO are quality assured by the Nominations and Remunerations Committee.

10. Chief Executive Officer

10.1 The CEO is appointed on a salary using national benchmarks and market guidance from an external agency.

10.2 The CEO salary also reflects the role occupied in the wider group.

10.3 The CEO is subject to annual appraisal. This is conducted by the Chair of the Shaw Education Trust Board, with advice taken as appropriate.

10.4 The performance of the CEO is then reviewed by the Nominations and Remunerations committee.

10.5 The SET Chair, or Chair of SET Nominations and Remunerations, engages with the Shaw Trust CEO to ensure alignment with the wider group.

10.6 Any decision on salary is decided by this committee and reflects performance, market conditions and ability to pay.

11. Appeals

11.1 All members of staff employed under the STPCD terms and conditions may appeal against any determination in relation to his/her pay or any other decision taken by the Shaw Education Trust that affects his/her pay.

11.2 At all stages of the appeal process the employee may be accompanied by a work colleague or trade union representative.

11.3 The following list, though not exhaustive includes the usual reasons for appealing against a pay decision:

- Incorrect application of any of the provisions contained in the STPCD
- Failure to have proper regard for statutory guidance
- Failure to take proper account of relevant evidence
- Taking account of irrelevant or inaccurate evidence
- Evidence of unlawful discrimination or bias against the teacher

11.4 The decision of the appeal panel will be given in writing and will include a note of what evidence was considered and the reasons for the decision.

11.5 The decision of the appeal panel is final.

12. Monitoring the Impact of the Policy

12.1 The Executive Leadership Team will monitor the outcomes and impact of this policy on a regular basis yearly/biennially, including trends in progression across specific groups of teachers to assess its effect and the Trust's continued compliance with equalities legislation.

12.2 The Trust will review the effectiveness and operation of the policy annually.

12.3 The Shaw Education Trust Board will review the operation of the appraisal and pay progression scheme on an annual basis and reserves the right to change the scheme at any time, subject to prior consultation. Staff will be notified of any changes which may affect their future pay progression. The Board will consider its approach in the light of budget pressures and ensure that appropriate funding is allocated to pay for progression at all levels.

Appendix 1

Teachers Pay Range



Pay Range	Point	2021-2022 Value
Unqualified Pay Range	UNQ1	£18,419
	UNQ2	£20,532
	UNQ3	£22,644
	UNQ4	£24,752
	UNQ5	£26,888
	UNQ6	£29,022
Main Pay Range	M1	£25,971
	M2	£27,876
	M3	£29,961
	M4	£32,096
	M5	£34,441
	M6	£37,331
Upper Pay Range	UPR1	£39,077
	UPR2	£40,525
	UPR3	£42,020
Lead Practitioners* *Fortis pay range	1	£49,754
	2	£50,901
	3	£52,172
	4	£53,513
Lead Practitioners* SET	1	£42,826
	2	£43,900
	3	£44,996
	4	£46,115
	5	£47,264
	6	£48,449
	7	£49,754
	8	£50,901
	9	£52,173
	10	£53,513
	11	£54,901
	12	£56,166
	13	£57,570
	14	£59,005
15	£60,474	
16	£62,082	
17	£63,507	
18	£65,106	

Appendix 2

Leadership Group Pay Range

SET	Sep-21
Leadership Pay Range	
L1	£42,617
L2	£43,684
L3	£44,774
L4	£45,888
L5	£47,032
L6	£48,212
L7	£49,509
L8	£50,653
L9	£51,916
L10	£53,250
L11	£54,632
L12	£55,891
L13	£57,288
L14	£58,716
L15	£60,177
L16	£61,778
L17	£63,196
L18	£64,784
L19	£66,392
L20	£68,038
L21	£69,721
L22	£71,452

L23	£73,222
L24	£75,038
L25	£76,902
L26	£78,805
L27	£80,758
L28	£82,761
L29	£84,811
L30	£86,922
L31	£89,069
L32	£91,283
L33	£93,550
L34	£95,863
L35	£98,246
L36	£100,678
L37	£103,181
L38	£105,734
L39	£108,311
L40	£111,013
L41	£113,787
L42	£116,638
L43	£118,369

Appendix 3

TLR Range

TLR Range	Point	2021/22 Value
TLR 1	1a	£ 8,374
	1b	£ 10,302
	1c	£ 12,236
	1d	£ 14,171
TLR 2	2a	£ 2,901
	2b	£ 4,830
	2c	£ 7,087
TLR3		See below

The value of TLR3 from September 2021 will fall between the minimum and maximum indicated below:

Minimum £577

Maximum £2,862

NOTE:

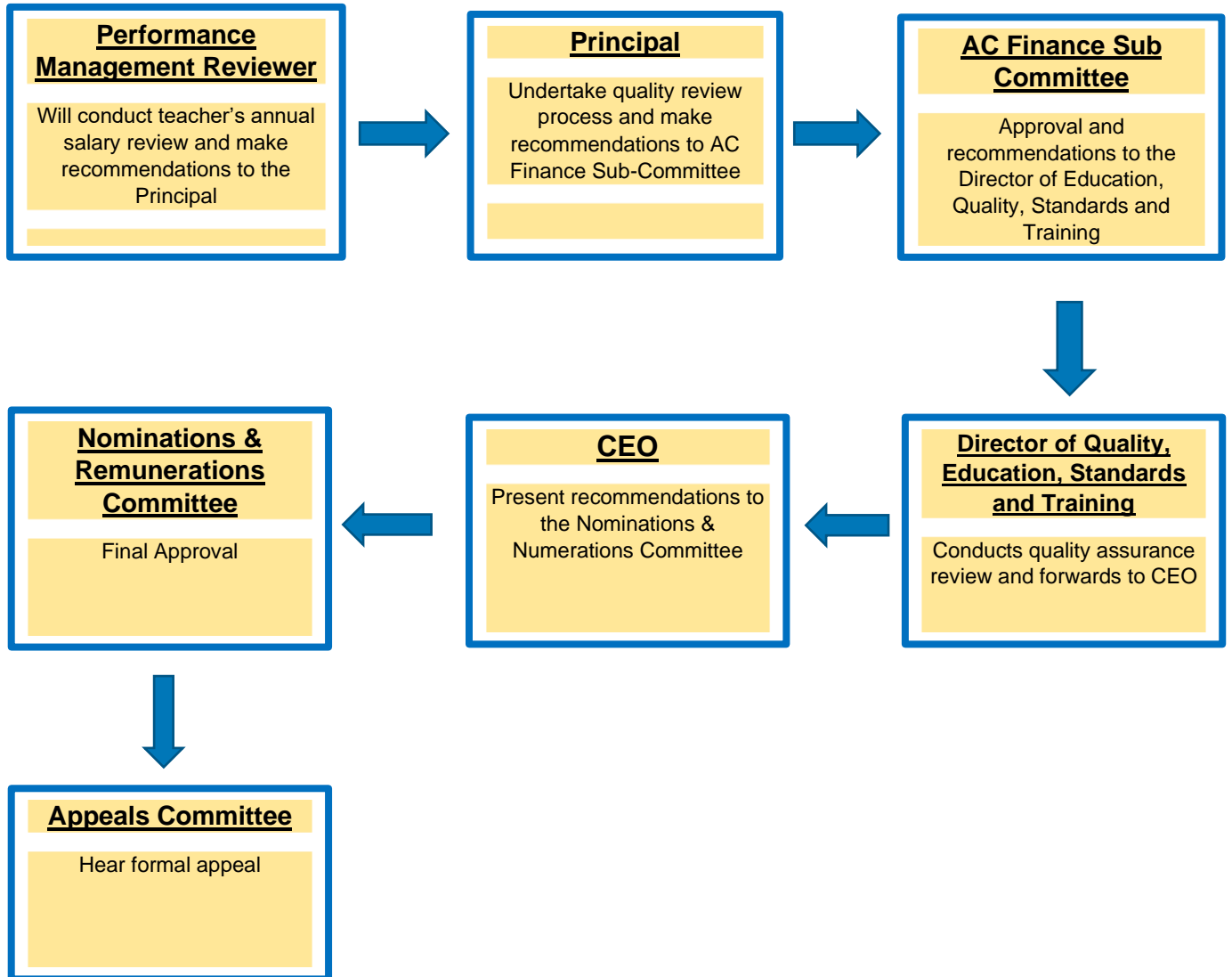
- The value of each TLR3 post will be judged on a case-by-case basis, dependant on the demands of the role and its contribution to the SDP
- Unlike TLR1 and 2, TLR3 allowances will not be paid on a pro-rata basis for part-time staff. This is because they are intended for award for specific and time bonded additional work taken on by the teacher in addition to their pro-rata main salary teaching responsibilities

SEN Allowance Range

SEN Allowance	2021-2022 Value
Spot Value 1	£2,292
Spot Value 2	£4,523

Appendix 4

Teachers Annual Pay Review Delegated Authority



Appendix 5

Teachers' Annual Statement of Pay

Please ensure all information is completed in full.

Information about the Teacher and Academy	
Teacher's name	
Academy	
Effective date of payment	
Full-time or part-time (if part-time, please state full-time equivalent)	
Information on how the teacher can access a copy of the school staffing structure and pay policy	

Salary range	
Pay range (delete as appropriate)	Main pay range/upper pay range
Value of salary on pay range	

Allowances

Special Educational Needs (SEN) allowance	
Value of allowance (range: £2,292 to £4,523)	

Reason for award	
------------------	--

Teaching and learning responsibility payment	
---	--

Type of TLR award (delete as appropriate)	TLR1/TLR2/TLR3
---	----------------

Value of TLR	
--------------	--

Nature of the significant responsibility for which the TLR1/TLR2 payment was awarded (complete the box, or attach a job description with this information)	
--	--

Nature of responsibility for which the TLR3 payment was awarded (complete box opposite, or attach a separate statement with this information)	
---	--

Date on which the TLR3 payment will end	
---	--

If the TLR has been awarded while the teacher occupies a different post in the temporary absence of the postholder, the date or circumstances in	
--	--

which the TLR will come to an end	
-----------------------------------	--

Additional payments

Indicate the value and reason for the additional payment in the table below. In the 'Terms of payment' column, indicate whether payment will be made in monthly instalments, termly in arrears or annually at the end of the summer term.

Payment	Reason for award	Value of payment	Terms of payment
Residential duties			
Additional payment			
<ul style="list-style-type: none"> • Recruitment and retention incentives, and benefits indicating • Whether a payment or other benefit has been awarded • Whether the payment or other benefit is for recruitment and/or retention purposes • If a non-monetary benefit has 			

been awarded, its notional value; and <ul style="list-style-type: none"> • When the award starts and ends 			
--	--	--	--

Salary safeguarding

Salary safeguarding details	
Safeguarded sum	
Type, nature and value of safeguarding	

The table below is applicable to former leadership group teachers, advanced skills teachers, excellent teachers or leading practitioners who have moved to either the main or upper pay range.

Additional salary safeguarding details	
Reason for determination	
Date on which determination implemented	
Date on which the salary period will end	
Original salary (prior to determination)	

Safeguarded sum	
-----------------	--

Guidance on salary safeguarding arrangements can be found in section 2, pages 30-39 of the STPCD 2021.

Summary of salary information

Summary	
Total salary	
Signed on behalf of the Academy Council Sub Finance Committee	
Signatory's name in capitals	
Date	

Appendix 6

Application to move onto the Upper Pay Range

Please ensure all information is completed in full

Employee Details	
Name:	Academy:
Job Title:	Date of Application:
Current Pay Point:	Date of Last Application (if applicable):
Years covered by appraisal review statements:	
School/s covered by appraisal review statements:	
Summary of application to progress to UPR:	
<i>please ensure you detail with evidence the ways in which you meet the criteria set out in the STPCD and how those are defined in the Pay Policy (section 18) You will reference here your last 2 years Performance Management Statement.</i>	
(continue on additional sheets if necessary)	
Employee's Declaration	
I confirm that at the date of this application I meet the eligibility criteria and I submit the appraisal and performance management/appraisal planning and review statements covering the relevant period.	
Signed:	Date:

The signed application should be appended to the Teacher's appraisal planning record statement

Appendix 7

Procedure for the Conduct of Formal Teacher Pay Review Appeals

1. The Pay Appeals Committee of the Shaw Education Trust will hear all formal appeals against the outcome of an annual pay determination.
2. A member of the Shaw Education Trust HR Team will be in attendance to provide advice and guidance to the Chair Person.
3. Notes of the appeal will be taken by a nominated note taker.
4. The Principal, and where available, the Chair of the Academy Council Sub Finance Committee, will attend the Appeal Hearing to make the management case in defence of the decision.
5. The appellant will be invited to attend to present their case.
6. The appellant is entitled to be accompanied by a Trade Union Representative or an employee of Shaw Education Trust.
7. The Principal, the Chair of the Academy Council Sub Finance Committee and the appellant must have submitted to the Chair Person, at least 5 working days in advance of the Appeal Hearing:
 - Any paperwork or other evidence they wish to rely on in making their case.
 - A list of witnesses they intend to call, accompanied by a written witness statement setting out the main points of the witness' evidence.
8. The appellant and his/her representative, the Principal and, where available, the Chair of the Academy Council Sub Finance Committee shall attend the meeting simultaneously to present their cases.
9. The Chair Person of the Appeal Hearing will perform the necessary introductions.
10. The appellant and his/her representative will present his/her case.
11. They may call witnesses as appropriate.
12. Any witness called will only attend to give evidence and answer any questions on that evidence and will then withdraw.
13. The Principal and/or Chair of the Academy Council Sub Finance Pay Committee may question the appellant and his/her representative.

14. The Chair of the Appeal Hearing and HR Representative may question the employee and his/her representative.
15. The Principal and/or Chair of the Academy Council Sub Finance Committee will be invited to present the management case by explaining how the salary determination for the employee fits within the Pay Policy.
16. They may call witnesses as appropriate.
17. Any witness called will only attend to give evidence and answer any questions on that evidence and will then withdraw.
18. The appellant and his/her representative may question the Principal or Chair of the Academy Council Sub Finance Committee.
19. The Chair of the Appeal Hearing and HR Representative may question the Principal or Chair of the Academy Council Sub Finance Committee.
20. The appellant and/or his/her representative will sum up their case. No new evidence shall be introduced at this stage.
21. The Principal or Chair of the Academy Council Sub Finance Committee will sum up their case. No new evidence shall be introduced at this stage.
22. The Principal, the Chair of the Academy Council Sub Finance Committee and the Employee and his/her representative will withdraw.
23. The Chair of the Appeal Hearing will consider the information and evidence presented at the Hearing and decide the outcome.
24. The Chair of the Appeal Hearing will notify the appellant in writing of the outcome, within seven working days of the hearing.
25. No further levels of appeal will be available to the employee.

Appendix 8

Procedure for the Conduct of Formal Upper Pay Range Application Appeals

1. The Pay Appeals Committee of the Shaw Education Trust will hear all formal appeals against the outcome of an upper pay range application. A member of the Shaw Education Trust HR Team will be in attendance to provide advice and guidance to the Pay Appeals Committee.
2. Notes of the appeal will be taken by a nominated note taker.
 - The Principal and, where available, the Chair of the Academy Council Sub Finance Committee, will attend the Appeal Hearing to make the management case in defence of the decision
 - The appellant will be invited to attend to present their case
 - The appellant is entitled to be accompanied by a Trade Union representative or an employee of Shaw Education Trust
 - The Principal, the Chair of the Academy Council Sub Finance Committee and the appellant must have submitted to the Pay Appeals Committee, via the Clerk to the Academy Council, at least 5 working days in advance of the Appeal Hearing:
 - any paperwork or other evidence they wish to rely on in making their case.
 - a list of witnesses they intend to call accompanied by a written witness statement setting out the main points of the witness' evidence.
 - The appellant and his/her representative, the Principal and, where available, the Chair of the Academy Council Sub Finance Pay Committee shall attend the meeting simultaneously to present their cases:
 - The Chair of the Appeals Committee will perform the necessary introductions
 - The appellant and his/her representative will be invited to present his/her case
 - They may call witnesses as appropriate
 - Any witness called will only attend to give evidence and answer any questions on that evidence and will then withdraw
 - The Principal and/or Chair of the Academy Council Sub Finance Committee may question the appellant and his/her representative

- The Chair of the Appeals Committee, members of the Appeals Committee and the HR Representative may question the employee and his/her representative
- The Principal and/or Chair of the Academy Council Sub Finance Committee will present the management case by explaining how the outcome for the application to be paid on the upper pay range for the employee fits within the Pay Policy
- They may call witnesses as appropriate. Any witness called will only attend to give evidence and answer any questions on that evidence and will then withdraw
- The appellant and his/her representative may question the Principal or Chair of the Academy Council Sub Finance Committee
- The Chair of the Appeals Committee, members of the Appeals Committee and the HR Representative may question the Principal or Chair of the Academy Council Sub Finance Committee
- The appellant and/or his/her representative will sum up their case. No new evidence shall be introduced at this stage.
- The Principal will sum up his/her case. No new evidence shall be introduced at this stage
- The Principal, the Chair of the Academy Council Sub Finance Committee and the employee and his/her representative will withdraw
- The Appeals Committee will consider the information and evidence presented at the hearing, decide the outcome and notify its decision in writing to the appellant, within seven working days of the hearing
- No further levels of appeal will be available to the employee

Appendix 9

Calculating Head Teacher Salary Range- ordinary schools

The total unit score must be determined in accordance with the number of pupils on the school register, calculated in line with Table 1.

Please note:

The number of pupils on the school register, and the number of pupils at each key stage, must be determined by the numbers as shown on the most recent return of the Department for Education (DfE) School Census or the most recently available Welsh Government Annual School Census submitted to the DfE or Welsh Government respectively on behalf of the school.

Each pupil with a statement of special educational needs (SEN) or from September 2014 an Education, Health and Care (EHC) plan must, if in a special class consisting wholly or mainly of such pupils, be counted as three units more than the pupil would otherwise be counted as by virtue of paragraph 6.2, and, if not in such a special class, be counted as three such units only where the relevant body so determines.

Each pupil who attends for no more than half a day on each day for which the pupil attends the school must be counted as half as many units as the pupil would otherwise be counted as under paragraphs 6.2 or 6.4.

Table 1

Key Stage	Units per pupil
For each pupil in the preliminary stage and each pupil in the first or second key stage	7
For each pupil in the third key stage	9
For each pupil in the fourth key stage	11
For each pupil in the fifth key stage	13

Use the total Unit Score as calculated above to identify the Group using Table 2

Table 2

Total Unit Score	Group
Up to 1,000	1
1,001 to 2,200	2
2,201 to 3,500	3
3,501 to 5,000	4
5,001 to 7,500	5
7,501 to 11,000	6
11,001 to 17,000	7
17,001 and over	8

Use the group number to identify the salary range in Table 3.

Table 3

Group 1	£48,212 – £64,784
Group 2	£50,563 – £69,721
Group 3	£54,632 – £75,038
Group 4	£58,716 – £80,758
Group 5	£64,784 – £89,069
Group 6	£69,721 – £98,246
Group 7	£75,038 – £108,311
Group 8	£82,761 – £118,369

Appendix 10

Calculating Head Teacher Salary Range- special schools

Use the total Unit Score as calculated above to identify the Group using Table 2

Table 2

Total Unit Score	Group
Up to 2,200	2
2,201 to 3,500	3
3,501 to 5,000	4
5,001 to 7,500	5
7,501 to 11,000	6
11,001 to 17,000	7
17,001 and over	8

Use the group number to identify the salary range in Table 3.

Table 3

Group 1	£48,212 – £64,784
Group 2	£50,563 – £69,721
Group 3	£54,632 – £75,038
Group 4	£58,716 – £80,758
Group 5	£64,784 – £89,069
Group 6	£69,721 – £98,246
Group 7	£75,038 – £108,311
Group 8	£82,761 – £118,369

The staff-pupil ratio must be determined using the following calculation:

The weighting for a teacher is two units for each full time equivalent teacher

The weighting for support staff is one unit for each full time equivalent individual

The weighting for a full-time pupil is one unit and the weighting for a part-time pupil is half a unit.

Based on the information above, use the following formula to calculate the proportion of staff to pupils at the school expressed as a percentage (“the staff-pupil ration”):

$$\frac{A}{B} \times 100$$

Once the staff-pupil ratio percentage has been calculated, use table 4 below to identify the staff-pupil ratio modifier:

Table 4

Staff Pupil Ratio	Staff-Pupil Ratio Modifier
1-20%	1
21 -35%	2
36 – 50%	3
51 – 65%	4
66-80%	5
81% or more	6

The relevant body must determine the school's total unit score in accordance with the number of pupils on the school register calculated as follows:

Key Stage	Units Per Pupil
For each pupil in the preliminary stage and each pupil in the first or second key stage	10
For each pupil in the third key stage	12
For each pupil in the fourth key stage	14
For each pupil in the fifth key stage	16

The relevant body must determine the school's modified total unit score by multiplying the school's total unit score by the staff-pupil ratio modifier.

The number of pupils on the school register must be determined by the numbers as shown on the most recent return of the DfE School Census or the most recently available Welsh Government Annual School Census.

“support staff member” means a member of the school staff who is not:

- a teacher
- a person employed in connection with the provision of meals

- a person employed in connection with the security or maintenance of the school premises
- a person employed in a residential school to supervise and care for pupils out of school hours

Where the Principal is appointed as Principal of more than one Academy on a permanent basis, the Trust Board must calculate the headteacher group by combining the unit score of all the Academies for which the Principal is responsible to arrive at a total unit score, which then determines the headteacher group.

Appendix 11

Calculating Special Schools Residential Head's Allowance

A banding structure for heads/deputies/assistant heads, provides for different allowances to be paid depending on whether the number of residential places represents 0-20 per cent of the total number of residents and non-resident places, 21-40 per cent of the total, 41-65 per cent or over 65 per cent.

Residential places as % of total places	0-20%	21-40%	41-65%	Over 65%
% of full allowances	37.5%	55%	80%	100%

Resident Head

Group	0 - 20%	21% - 40%	41% - 65%	66% - 100%
2	£6,653	£9,771	£14,210	£18,176
3	£7,267	£10,366	£15,084	£18,858
4	£7,632	£11,183	£16,272	£20,342
5 and above	£8,027	£11,770	£17,199	£21,397

Non-Resident Head

Group	0 - 20%	21% - 40%	41% - 65%	66% - 100%
2	£4,707	£6,903	£10,039	£12,551
3	£5,113	£7,503	£10,914	£13,635
4	£5,631	£8,258	£12,016	£15,020
5 and above	£5,908	£8,672	£12,603	£15,747

Resident Deputies

Group	0 - 20%	21% - 40%	41% - 65%	66% - 100%
2	£5,661	£7,921 - £8,080	£12,072	£15,088
3	£6,014	£8,640 - £8,803	£12,823	£16,021
4	£6,355	£8,893 - £9,069	£13,549	£16,938

5 and above	£6,692	£9,804	£14,269	£17,828
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Non-Resident Deputies

Group	0 - 20%	21% - 40%	41% - 65%	66% - 100%
2	£4,002	£5,882	£8,540	£10,677
3	£4,355	£6,372	£9,282	£11,310
4	£4,689	£6,881	£10,010	£12,294
5 and above	£5,032	£7,345	£10,720	£13,408

Resident Assistant Head

Group	0 - 20%	21% - 40%	41% - 65%	66% - 100%
2	£4,665	£6,841	£9,955	£12,445
3	£4,951	£7,254	£10,256	£13,198
4	£5,345	£7,838	£11,769	£14,236
5 and above	£5,619	£8,089	£12,040	£14,977

Non- Resident Assistant Head

Group	0 - 20%	21% - 40%	41% - 65%	66% - 100%
2	£4,665	£6,841	£9,955	£12,445
3	£4,951	£7,254	£10,256	£13,198
4	£5,345	£7,838	£11,769	£14,236
5 and above	£5,619	£8,089	£12,040	£14,977

Appendix 12

Teachers' Standards

Preamble

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part one: TEACHING

a teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

2. Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings

- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

4. Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5. Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
-

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7. Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively Page 33 of 48
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 -
 - Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 -
 - Having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions
 -
 - Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
-
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities



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**Pupil &
people
centred**

**Act with
integrity**

**Be
innovative**

**Be best
in class**

**Be
accountable**